



Module 1: Close Reading and Writing to Learn		Module 2A: Working with Evidence		Module 3A: Understanding Perspectives		Module 4: Research, Decision Making, and Forming Positions	
Topic Myths: Not Just Long Ago		Rules to Live By		The Land of the Golden Mountain		Insecticides: Costs vs. Benefits	
Central Texts* RL— <i>The Lightning Thief</i> , Rick Riordan		RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs		RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke		RL— <i>Frigidus Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir	
Writing Tasks** • Literary Analysis—Connecting Themes in <i>Cronus and The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) • My Hero’s Journey Narrative (RI.6.3, W.6.3)		• Argument: How Does Bud Use His Rules— to Survive or to Thrive? (RI.6.3, W.6.1, 6.9) • Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)		• Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) • Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)		• Research Simulation (W.6.7, 6.8, 6.9) • Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)	
GRADE 6		Working Conditions		Slavery: The People Could Fly		Screen Time and the Developing Brain	
Topic Journeys and Survival		RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chávez		RI— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)		No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.	
Central Texts* RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick		• Argument: Should Lyddie Sign the Petition? (RI.7.3, W.7.1) • Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)		• Literary Nonfiction Analysis: Analyzing Douglass’s Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9) • Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9)		• Research Simulation (W.7.7, 7.8, 7.9) • Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)	
Writing Tasks** • Literary Analysis: Writing about the Theme of Survival (RI.7.1, 7.2, W.7.2, 7.9) • Research-based Two-Voice Poem (RI.7.6, W.7.3, 7.9)							
GRADE 7		Finding Home: Refugees		Japanese American Relations in WWII		Sustainability of World’s Food Supply	
Topic Central Texts* RI— <i>Inside Out & Back Again</i> , Thanhha Lai [†] RI—“The Vietnam Wars,” Tod Olson		RL— <i>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth		RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand		RI— <i>The Omnivore’s Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers’ Edition)	
Writing Tasks** • Literary Analysis: Explain the Significance of the Novel’s Title (RI.8.1, 8.3, RI.8.1, W.8.2, 8.9) • Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9)		• Argument: Taking a Stand (RI.8.1, 8.2, 8.3, W.8.1) • Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RI.8.1, W.8.3, 8.11)		• Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) • Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3)		• Research Simulation (W.8.7, 8.8, 8.9) • Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)	
GRADE 8							

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.
** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).
For seventh grade specifically, two options for Module 4 will be available: 7MA4 (topic TBD) and 7MAJB: “Water Is Life.”



**EXPEDITIONARY
LEARNING**

**ELA CURRICULUM:
GRADES 6-8 CURRICULUM PLAN
(FOR ALTERNATE MODULES)**

		Module 2B: Working with Evidence	Module 3B: Understanding Perspectives	Module 4B: Research, Decision Making, and Forming Positions
	Voices of Adversity		Sustaining the Oceans	N/A
Topic				
Central Texts*	<ul style="list-style-type: none"> RL - <i>Good Master! Sweet Ladies! Voices from a Medieval Village</i>, Laura Amy Schlitz RL - <i>Blue Lipstick: Concrete Poems</i>; John Grardits RL - <i>Technically, It's Not My Fault: Concrete Poems</i>; John Grardits 	<ul style="list-style-type: none"> RI - <i>World Without Fish</i>, Mark Kurlansky RI - <i>Flush</i>, Carl Hassen 	GRADE 7 ONLY	
Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of Good Masters, Sweet Ladies? (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6) 	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2) 	GRADE 7 ONLY	
	Identify and Transformation: Then and Now	N/A		Water is Life
Topic				
Central Texts*	<ul style="list-style-type: none"> RL - <i>Pymonion</i>, George Bernard Shaw RI - Various informational articles about identity 	Please note that for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.		<ul style="list-style-type: none"> RI - <i>The Big Thirst</i>; Charles Fishman RI - "Water Is Life," Barbara Kingsolver
Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Eliza's Changes (RL.7.1, 7.3, and W.7.1) Advertisement Analysis and "Counter-Ad" (W.7.2a, b, c, d, e, f, 7.7, and 7.8) 			<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Water Management Position Paper:(RL.7.1, W.7.1, 7.4, 7.5, and L.7.6)
GRADE 8				
Topic	A Midsummer Night's Dream and the Comedy of Control	The Civil Rights Movement and the Little Rock Nine		N/A
Central Texts*	<ul style="list-style-type: none"> RL - <i>A Midsummer Night's Dream</i>, William Shakespeare RI - Various informational articles about Shakespeare and the universal appeal of his works 	<ul style="list-style-type: none"> RI - <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page RI - <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Torgas 		GRADE 7 ONLY
Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Controlling Others in <i>A Midsummer Night's Dream</i> (W.8.1) Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b) 	<ul style="list-style-type: none"> Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2) Narrative Writing: "Snapshot in a Journey" (W.8.3) 		GRADE 7 ONLY

* This plan shows most full-length books students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.
 ** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).
 For seventh grade specifically, two options for Module 4 will be available: 7MAA (topic TBD) and 7MAB: "Water Is Life".

Unit	Unit 1: What is Truth	Unit 2: Take a Stand
Embedded Assessment	1. Project; Society Replica - Identify a current problem and present in a speech or an essay 2. Three Quizzes throughout the unit to assess text comprehension	1. Selected response/short constructed response for Lyndon B. Johnson's "Great Society" 2. Analyzing Author's Craft in "To Kill a Mockingbird." 3. Text to Film and Perspective Comparison
Essential Questions	1. What is Truth? 2. Who decides what is good and what is evil? 3. Are we a product of nature or nurture?	1
Writing Task	<i>Informational Prose - Speech or Essay (5 paragraphs)</i>	Reader's Theatre and Analytical Commentary: Taking a Stand in Maycomb
Reading Skills	Inference Point of View Information across texts Context Clues CSQT Grammar Basics -- Sentence Structure	<i>Text Structure</i> Main Idea Evidence / Supporting Detail (Types) Ethos, Logos, Pathos Credibility of Sources Compare Contrast Problem / Solution RL 8.1 - Evidence
Standards	RL/RI 1 - Making inferences / draw conclusions RL / RI 8.6 RL / RI 3 - Comparing info Within Texts RI / RI 4 - Context Clues W 2 - Writing Informational L1 - Grammar / conventions	RI/ RL 8.2 - Determining Theme/Central Idea RL 8.3 - Analyzing Dialogue RL - 8.4 Context Clues RI/RL 8.5 & 8.6 -- Comparing Text information & W 8.1 - Writing Arguments to support a claim W 8.3 Write narratives to develop real/imagined experier L 8.2 Grammar Usage
	SL 2 - Analyze purpose of info presented in various	To Kill a Mockingbird
	Anthem - Ayn Rand	

Texts Used	To Be or Not To Be - Kurt Vonnegut	Those Winter Sundays - Robert Hayden
	The Country Where Big Brother is Watching	Incident - Countee Cullen
	Plato's Republic - Honors Cohort	Solitude - Ella Wheeler
		Equal Rights for Women - Shirley Chisholm
		Great Society - Lyndon B. Johnson
	Ain't I A Woman - Sojourner Truth	
	To Kill a Mockingbird - Film	
Enduring Understandings	1. To use textual evidence to support analysis and inferences.	1. To gather & integrate relevant information from multiple sources to answer research questions
	2. To write an informational essay or persuasive speech.	2. To present findings clearly, concisely, and logically, making strategic use of digital media.
	3. To evaluate, analyze, and synthesize a variety of informational texts.	3. To analyze how literary elements contribute to the development of a novel's theme.
		4. To write a literary analysis, citing textual evidence to support ideas and inferences.

Unit 3 Comedy of Control	Unit 3: Seeking Truth
<p>1. Analyzing an Author's argument and text structure (selected response) 2. Text to Film constructed response) 3. Text to Film Comparison and perspective response 3. Analyzing narrative Structure and Author's craft in Midsummer nights dream</p>	<p>1. Symbol Analysis (TAG - Research on A Symbol) 2. "Narrative Night" (Horror / Suspense Story) - Craft & Style</p>
<p>Character confessional narrative and scaffolded narrative</p>	<p>1. What is the relationship between choice, consequences, and challenges? 2. What makes a great leader?</p>
<p>Context Clues (Shakespearean Language)</p>	<p><i>Narrative</i> Create Your Ownn Horror and Suspense Story</p>
<p>CSOT/Arguments</p>	<p>Suspense</p>
<p>Symbol Analysis</p>	<p>Symbolism</p>
<p>Dialogue / Inferences with plot and character</p>	<p>Flashback</p>
<p>ents of Comedy/ Tragedy (Social / Narrative / Ps</p>	<p>Foreshadowing</p>
<p>Allusion & Irony</p>	<p>Character / Plot / Conflict (Story elements) Narrative Structure</p>
<p>Character Analysis (driving conflict)</p>	
<p>RL 8.1- Citing Evidence</p>	<p>RI 1 - Making inferences / draw conclusions</p>
<p>RL/RI 8.2 -Determine theme</p>	<p>RI 2 - Summarization</p>
<p>RL 8.3 Analyze dialogue</p>	<p>RL / RI 3 - Comparing info Within Texts</p>
<p>RL - 8.4 Context Clues</p>	<p>RL 5 - Text Structure</p>
<p>RL/RI 8.5 & 8.6 -- Comparing Text information & Writing arguments to support a claim</p>	<p>RL / RI 6 - Author's Purpose / Craft and Style L 1 / 2 - Grammar and Conventions / Form</p>
<p>Write narratives to develop real/imagined experiences</p>	<p>L. 8.2 Grammar usage</p>
<p>L. 8.2 Grammar usage</p>	<p>SL 5 - Integrate visual and multimedia display</p>
<p>A Midsummer Night's Dream</p>	<p>Birthday Ritual for a Grave Tradition / Man</p>

The Shakespeare Showdown- Simon Schama	There Will Come Soft Rains
The Harvest that never came - Aaron Shepard	The Monkey's Paw / Intro Frankenstein
Top Ten Reasons Shakespeare Did Not Write	The Hitchhiker / Girl in the Lavender Dress
The Lure of Shakespeare - Robert W Butler	The Raven / Tell Tale Heart (Poe Author Study)
A Midsummer Night's Dream film	Tim Burton Study (SB 10) - Craft and Style
	Tangerine
	<ol style="list-style-type: none"> 1. To use textual evidence to support analysis and inferences. 2. To write a literary analysis essay. 3. To evaluate, analyze, and synthesize a variety of informational texts. 4. To create and present a biographical research presentation.

Unit 4: Research, Decision Making, and Forming	Unit 5: Understanding Perspectives
<ol style="list-style-type: none"> 1. Turn your Narrative into a play 2. Present your own Shakespearean scene (R&J) 	<ol style="list-style-type: none"> 1. Turn your Narrative into a play 2. Present your own Shakespearean scene (R&J)
<ol style="list-style-type: none"> 1. How do actors and directors use theatrical elements to create a dramatic interpretation? 2. Why do we study Shakespeare? 	<ol style="list-style-type: none"> 1. How do actors and directors use theatrical elements to create a dramatic interpretation? 2. Why do we study Shakespeare?
<p style="text-align: center;">Script Writing</p> <p>Turning your narrative into a play / Rewriting R & J Balcony Scene</p>	<p style="text-align: center;">Script Writing</p> <p>Turning your narrative into a play / Rewriting R & J Balcony Scene</p>
Context Clues (Shakespearean Language)	Context Clues (Shakespearean Language)
Script Writing (SB Writing Workshop)	Script Writing (SB Writing Workshop)
Symbol Analysis	Symbol Analysis
Dialogue / Inferences with plot and character	Dialogue / Inferences with plot and character
Elements of Tragedy (Social / Narrative / Psych)	Elements of Tragedy (Social / Narrative / Psych)
Allusion & Irony	Allusion & Irony
Character Analysis (driving conflict)	Character Analysis (driving conflict)
R1 1 - Making inferences / draw conclusions	R1 1 - Making inferences / draw conclusions
R1 / R1 4 - Context Clues	R1 / R1 4 - Context Clues
R1 6 - Author's Purpose / Craft and Style	R1 6 - Author's Purpose / Craft and Style
R1 7 - Film vs. Live performance (C/C)	R1 7 - Film vs. Live performance (C/C)
R1 9 - Context (historical) of work of fiction	R1 9 - Context (historical) of work of fiction
W 4 - Write to Task (Script writing)	W 4 - Write to Task (Script writing)
SL 3 - Delineate speaker's argument (Shakespeare	SL 3 - Delineate speaker's argument (Shakespeare
"Anonymous" (film)	"Anonymous" (film)

Shakespeare authorship	Shakespeare authorship
Allusion films of Balcony Scene / Party	Allusion films of Balcony Scene / Party
Shakespeare context clues / language	Shakespeare context clues / language
Romeo & Juliet _____	Romeo & Juliet _____
Films (R&J) - 1963, 1999, 2013	Films (R&J) - 1963, 1999, 2013
<ol style="list-style-type: none"> 1. To cite textual evidence to support analysis of a dramatic text. 2. To analyze the representation of key scenes in text, film, and other mediums. 3. To collaborate with peers on an interpretive performance. 4. To conduct research to answer questions and gather evidence. 5. To analyze how an author uses rhetoric to advance a purpose. 6. To write an argument to support a claim. 	<ol style="list-style-type: none"> 1. To cite textual evidence to support analysis of a dramatic text. 2. To analyze the representation of key scenes in text, film, and other mediums. 3. To collaborate with peers on an interpretive performance. 4. To conduct research to answer questions and gather evidence. 5. To analyze how an author uses rhetoric to advance a purpose. 6. To write an argument to support a claim.